DOCUMENT RESUME

ED 225 699 RC 013 664

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TITLE Development/Operation of a Multisystem Staff Development Consortium in Rural Alabama.
PUB DATE 22 Nov 82
NOTE 36p.; Paper presented to the National Conference of the National Council of States on Inservice Education (Atlanta, GA, November 22, 1982).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Education; *College School Cooperation; Consortia; Cooperative Planning; Cooperative Programs; Credit Courses; *Delivery Systems; Evening Programs; Financial Support; Higher Education; Inservice Education; Inservice Teacher Education; Institutional Cooperation; *Noncredit Courses; Program Design; *Rural Education; *Staff Development; Workshops
IDENTIFIERS Alabama; *Northeast Alabama Consortium Profession Develop; *University of Alabama

ABSTRACT

The rural Northeast Alabama Consortium for Professional Development is composed of five local school systems and an institution of higher learning that have joined together to share resources and enhance educational opportunities for teachers and students. The Consortium was formed as a result of the impact of three major factors: the Alabama State Board of Education's resolutions requiring formal inservice programs forced local school districts to seek alternatives for providing quality staff development opportunities for teachers; factors related to geographic location and diverse needs forced some local school districts and institutions of higher learning to explore creative options for establishing good staff development programs at extended locations; and lack of funding for the statewide inservice plan required local school districts to seek ways to fund the mandated staff development programs. In three years of operation, nearly 3,000 persons have attended inservice sessions offered through the Consortium. The document provides general information on the purpose of the Consortium, design of workshops and delivery of instruction, services provided, and financing the Consortium. In addition, the Consortium is viewed from the perspective of a local education agency (LEA), the College of Education, and the Division of Continuing Education. Seven attachments provide additional information and program forms. (BRR)

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Development/Operation of a Multisystem Staff Development Consortium in Rural Alabama

A Presentation to the National Conference of the National Council of States on Inservice Education, by:

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November 22, 1982

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PC01 36684

DEVELOPMENT/OPERATION OF A MULTISYSTEM STAFF

DEVELOPMENT CONSORTIUM IN RURAL ALABAMA

Formal, ongoing cooperative working agreements between individual school districts and institutions of higher learning are common throughout Alabama. However, cooperative agreements between local school districts to share mutually beneficial goods and services are somewhat rare. The rural Consortium (formally named the Northeast Alabama Consortium for Professional Development) described in this paper is composed of a group of Alabama educational institutions (five local school systems and an institution of higher learning) that have joined together to share resources and enhance educational opportunities for teachers and students. The Consortium was formed as a result of the impact of three major factors.

First, the Alabama State Board of Education's (SBE) resolutions requiring formal inservice programs forced local school districts to seek alternatives for providing quality staff development opportunities for teachers. Historically, local school inservice training programs in Alabama have followed traditional patterns common in many states--one or two days devoted to general educational concerns, with intermittent faculty meetings dealing with day-to-day problems. Many Alabama school districts utilized this designated inservice time to good advantage; however, others were unable to design and maintain viable staff development activities for system personnel. Based on the belief that well designed and diversified inservice programs enhance professional growth and improved teaching, the Alabama State Board of Education in 1972 approved a policy requiring each public school system to provide opportunities for continuous improvement of professional personnel. In 1979 the State Board approved the State Plan for Inservice Education/ Professional Development (see Attachment #1). These bold, forward looking acts by the Alabama State Board of Education provided the impetus for exploring new

and innovative ways for organizing and delivering staff development opportunities to educational personnel throughout Alabama.

This plan was a culmination of efforts of a cross-section of educators working together over a period of approximately one year. Although staff members of the State Department of Education had the primary responsibility for putting the various components together, this plan was made possible and greatly enhanced by the involvement of a variety of personnel from local education agencies, institutions of higher learning, and professional organizations working together.

The criterion for compliance with the resolutions of the State Board of Education is effective participation in professional development programs by all certified personnel. The goal of the program is to help provide the best possible education for each student enrolled in the public schools by improving the competence of professional personnel.

Secondly, factors related to geographic location and diverse needs forced some local school districts and institutions of higher learning to explore creative options for establishing good staff development programs at extended locations. As school systems across the state sought to implement the intent of the SBE policies requiring inservice programs, institutions of higher learning became prime focal points as suppliers of the human resources needed to deliver field based staff development opportunities across the state. Operationally, local school systems tapped the higher education personnel reservoir by randomly contacting individual faculty members to deliver inservice programs in specific areas on an as-needed basis; few formal institution/local school system arrangements were consumated. Seven school systems in rural Northeast Alabama and The University of Alabama did enter into a formal agreement. The diverse inservice needs of the seven school systems and their rural settings (150 miles from U of A campus) proved to be important factors in deciding to formalize the Consortium arrangement. The seven school systems identified a wide range of inservice needs and sought to work with one of the state's comprehensive institutions of higher learning. Sheer

distance between the Consortium school systems and the University of Alabama dictated an organizational arrangement that would allow University personnel to provide services to more than one school system while they were in the Consortium area.

The presence of these key factors, plus local school district and University administrators who were willing to work together, created a climate that was right for Consortium formation. From the beginning the Consortium was predicated on equal partnership and a commitment to an ongoing planning cycle.

Thirdly, lack of funding for the statewide inservice plan required local school districts to seek ways to fund recently mandated local staff development programs. The Alabama Legislature was unable to allocate funds to cover costs associated with the State Board of Education's Mandate for statewide inservice education. Consequently, local school districts were expected to implement the inservice plan out of existing funds. The Consortium was designed to assist its members to provide quality inservice programs in the most cost effective manner possible. The Consortium format permitted local school districts to share costs on a percentage basis, while at the same time, offering to their employees expanded opportunities to participate in inservice sessions. University dollars were added to the Consortium based on credit participation. By agreeing to pool dollars, the Consortium solved the problems of funding and need for expended inservice opportunities.

Background

In the Fall of 1978, staff members of the University of Alabama Division of Continuing Education met with a newly-elected superintendent of schools in Marshall County, Alabama. The discussion centered on the State Department of Education mandated requirements for inservice education. The new guidelines required local school systems to:

(1) Recognize the value of ongoing inservice education as a way of improving instruction to students.

(2) Plan inservice activities which were based on a careful needs assessment of system teachers.

(3) Utilize the resources of local school systems, the State Department of Education, public and private institutions of higher education and special consultants.

(4) Annually evaluate the inservice plan.

As a way of meeting the requirements of the State Inservice Plan for Professional Development, the superintendent inquired if it might be possible to link University of Alabama resources with those of the Marshall County Board of Education in order to deliver a series of quality inservice experiences to teachers which would be directly related to practical instructional needs and would be part of a comprehensive inservice plan, not a random, disconnected number of experiences.

As funds were limited (no state funds were set aside to pay for the mandated inservice experiences), it was suggested that other nearby school districts might wish to become involved in order to reduce costs. Superintendents from Arab City Schools, Guntersville City Schools, DeKalb County, Fort Payne City, Jackson County and Scottsboro City Schools were contacted. They expressed interest in pooling their resources, and the Northeast Consortium for Professional Development was born.

Following a comprehensive needs assessment in the Spring of 1979, the Consortium offered its first programs in the 1980-81 school year. That first year, the Consortium provided inservice for 920 Consortium teachers and administrators. In 1981-82, the Consortium offered 45 different workshops and attracted 935 participants. In 1982-83, the Consortium was reduced to 5 systems, as Jackson County and Scottsboro City withdrew. Thirty workshops were offered and attendance was 910. In three years of operation, nearly 3,000 persons have attended inservice sessions offered through the Northeast Consortium.

Purpose of Consortium

The Northeast Consortium was designed to be a non-credit inservice system of activities for classroom teachers and school administrators. System representatives expressed a strong desire that sessions reflect the practical needs of those whose task it is to educate children. The instructional emphasis in all sessions is on the application of presented material to on-going school responsibilities.

Consortium sessions were designed for beginning teachers, who need practical introduction to school duties; teachers who need recertification credit; school personnel who have identified areas for needed professional growth based on staff evaluation procedures, and those wanting to learn more about topics of interest. Sessions were also designed for school administrators specifically related to their needs in fiscal management, staff evaluation, effective leadership, and the area of student discipline. Administrators have also attended the teacher-oriented sessions, and the mingling of teachers and administrators in the same classroom has fostered needed communication and cooperation between these two groups.

While the Consortium is mostly concerned with non-credit offerings, a credit option does exist for those interested in recertification or degree hours. The University of Alabama for the past three years has awarded graduate credit to those teachers who meet graduate admission standards, attend 45 contact hours of Consortium activities including workshop sessions, evaluation sessions, and other

advisor-approved educational meetings or activities. The credit option has proved to be a viable way for persons who live 150 miles from the campus to receive graduate instruction and credit from The University of Alabama while employed in a full-time job. The practical nature of Consortium sessions lends itself to "problems/field work area" graduate course work.

Design of Workshops and Delivery of Instruction

Consortium sessions generally are three hours long. Teachers consistently have chosen the 6:00-9:00 p.m. blocks as the favorite time for the sessions, and Tuesday night seems to offer the fewest conflicts with home, church, and school sponsored activities. Some sessions, such as art activity workshops, have been scheduled in blocks up to six hours in length to accommodate the special needs of particular topics. All sessions are offered at no cost to teachers who are employed by any Consortium member system.

The Consortium delivery methods are still in a state of transition. During the first two years of the Consortium, there was no pattern as to when or where sessions were to be offered (see Attachment #2). Programs were held on various nights, times, and locations throughout the Consortium districts. The administration of the program from the University, 150 miles away, became difficult to manage. In an effort to overcome randomness and provide added structure to the course offerings, a modular approach was implemented for the 1982-83 Consortium (see Attachment #3).

The modular approach involved the delivery of six three-hour workshops at a Consortium school located in each of the five member school systems. Five blocks of six sessions were held. Each block was held on a Tuesday night from 6:00-9:00 p.m. This service delivery design seemed to have several advantages:

_____It insured that each participating system would have equal representation in allocation of sessions.

_____Participants would not necessarily have to drive long distances to attend sessions.

____Presenters would not have to drive separately, but could ride in a University van from a central location, increasing cost-effectiveness.

____Required participants to remember only five dates.

An additional modification led to scheduling all evening sessions to end before Thanksgiving holidays. It was reasoned that effective teacher inservice should have an effect on classroom behavior. For this to occur, sessions should be offered as soon as possible in the school year.

Also incorporated into Consortium scheduling for the 1982-83 programs were all individual system inservice days which were opened to any interested Consortium participant, and topics of interest offered through weekend programs at the University of Alabama Gadsden Center and at the Univeristy campus in Tuscaloosa. While evening programs ended before Thanksgiving, these other Consortium components allow inservice participation throughout the school year (see Attachment #3).

Services Provided

To administratively and logistically support the Consortium, The University of Alabama Division of Continuing Education has provided to the Northeast Consortium each year a series of services beginning with a needs assessment of teachers and administrators each Spring (see Attachment #4). Following an analysis of the data, Consortium representatives from each system meet with Continuing Education representatives to decide on a tentative schedule of workshop offerings, instructors, locations, and times.

During the summer months, instructors are contacted and a form for teacher sign-up is designed (see Attachment #3). On institute day, (a work day for teachers) the forms are distributed to teachers who make their selections from the various workshops offered. Each teacher keeps a copy of the sign-up form and fills out a duplicate form so that both the local board of education and the Division of Continuing Education might know how many persons to expect at each session.

All instructors for Consortium sessions are provided with appropriate audio-visual equipment, handouts, class rolls and course evaluations by the Division of

Continuing Education (see Attachments #5 & 6). All honoraria and travel expenses are paid by the Division. Local systems are billed for their share of Consortium expenses, based on the number of employees in each system, following the last Consortium session.

Financing the Consortium (see Attachment #7)

Calculating individual school systems support needed for the Consortium is based on several factors:

(1) Instructional Costs. (Currently, the honorarium is $125.00 per presentation)

(2) Travel Costs

(3) Reproduction and Mailing Costs

(4) Number of Sessions

Administrative costs for the Consortium are low, since Continuing Education provides administrative support at no additional cost to the Consortium.

Each system's share is determined by calculating the number of teachers and supervisors (potential participants), finding what percentage they represent of the total number of teachers and administators throughout the Consortium and applying that percentage to the total cost estimate.

CONSORTIUM IN RURAL ALABAMA

FROM THE PERSPECTIVE OF THE LEA

The Marshall County School System instituted the requirements of the SBE Inservice plan during the 1979-80 school year. The school system proceeded with the idea that the effective ulitization of the inservice activities can best be achieved through a sharing of responsibility between the individual, the school and the school system. Individual employees could choose to select activities that they wished to pursue on their own, such as travel experiences, night classes at a university, etc. Local school principals were given the flexibility of developing inservice activities to meet peculiar school needs, such as preparing a self study to meet the requirements of an accreditation review.

The central office took the initiative to plan for and provide those activities and events necessary to meet needs common to several schools and individuals. All professional employees were required to complete a survey for assessment of inservice needs. The results of this survey were tabulated and a priority listing of inservice activities was established.

Certain needs were found to be of an individual nature and were to be pursued on an individual basis. Some needs pertained to only certain schools, so these needs were pursued on a school basis. Other needs were identified that were of the nature that they could best be met through activities planned and developed at the central office level.

Efforts were made to secure the best presenters and consultants available. Use was made of employees within the system, who had expertise in specialized areas, as well as State Department of Education Personnel, consultants from colleges and universities, representatives of various firms and publishing companies and employees of other school systems.

A yearly Calendar of Activities and Events was published and a copy was distributed to all certified employees.

The inservice program for the year was evaluated and found to be successful. It was a tremendous improvement over the very limited programs of the past.

Due to the financial restraints of having to offer a multitude of activities to serve specialized areas, that often consisted of only a few individuals, some alternative was needed. This alternative was found through the idea of serving the needs of professional employees in several school systems through a consortium. Due to the cooperation and willingness of the University of Alabama to take the lead, a consortium was developed that has been very successful in assisting seven school systems in Northeast Alabama meet the obligation of providing an adequate program of professional development and improvement activities for their employees.

The Consortium is now in its third year of operation and continues to make possible professional improvement opportunities which otherwise would not be possible. The Division of Continuing Education, the University of Alabama, has been the catalyst in making the Consortium function effectively.

The professional employees, a total of over two thousand in the school systems comprising the Consortium, have had made available to them a wide variety of top quality professional growth activities conducted by outstanding presenters. The cost to each system participating in the Consortium has been very reasonable.

The Consortium concept has proved to be a practical and workable method of bringing to rural school systems with limited resources, high quality professional improvement activities.

In summary, the following benefits to the local education agency have been realized:

1) The Consortium has made available a wide variety of inservice and professional development activities that would ordinarily be beyond the capacity of a single school system to offer.

2) The Consortium has made full implementation of the SBE inservice requirements affordable.

3) The Consortium has brought about and strengthened closer cooperation and communication across school district lines.

4) The Consortium has helped to identify and make available a pool of excellent resource persons, consultants, and presenters that otherwise would not be available.

5) The Consortium has made available college credit options to teachers in a rural area that is not in close proximity to an institution of higher learning.

The College of Education Perspective

Historically, the College of Education had cooperated with the Division of Continuing Education in a number of alternative delivery programs such as offering extension courses for credit in off-campus settings, utilizing a Weekend College (Friday 6-9 p.m. and Saturday 8-5) format; and providing faculty expertise for inservice/staff development topics which were marketed on a statewide basis. A number of attitudinal, procedural, and operational questions/problems had to be addressed in responding to the opportunities provided by the Consortium from the perspective of the College of Education. A number of these will be discussed with attention given to the responses made in dealing with each of them.

A major concern which emerged early in the discussions was the desire of both the Local Education Agency (LEA) personnel and selected College of Education personnel to develop credit/noncredit options in the Consortium offerings. All previous off-campus offerings which carried credit options had consisted of didactic courses offered by University instructional personnel or carefully screened adjunct personnel who normally had a terminal degree. The format of the Consortium offerings as described earlier violated this more traditional delivery format through their utilization of multiple content topics, limited contact time on any one topic, and multiple instructors with a number of them being selected from noncollege positions such as LEA's and the State Department of Education (SDE). Supporters of a credit option for consortium-type activities advanced their position as being consistent with the previously

referenced SDE staff development and program approval guidelines that encouraged Institutions of Higher Education (IHEs) to generate field-based opportunities for earning credit toward advanced degrees.

The several Areas/Programs in the College of Education have responded to the Consortium opportunities in a variety of ways. The Area of Curriculum and Instruction which I represent took the following positions:

1. It was agreed that the generic designator CIE (Curriculum and Instruction Education) would be utilized for course credit and would be accepted for degree purposes across program lines.
2. It was agreed that credit would be offered under application course titles such as Workshop and/or Fieldwork in the Improvement of Instruction.
3. It was decided that only six credit hours of these application type courses could be included for meeting degree/certification requirements at any one level (i.e., MA/"A", Ed.S./"AA").
4. Responding to continuing concerns after the first year of the Consortium relative to the degree of control over the academic quality of the credit options, a decision was made to utilize Pass/Fail (P/F) grading procedures in subsequent cycles. Graduate students may take a maximum of 20% of the course hours for any degree under a P/F option.
5. While supporting the concept of utilizing field-based teacher educators (FBTEs), the position has been taken that a majority of the consortium offerings in any one year would be delivered by IHE personnel.

Other Areas/Programs within the College have participated in varying degrees in the Consortium activities. The program in School Administration (Administration and Planning-AAP) in the Area of Educational Leadership (AEL)

have made a credit option available under a Problems in School Administration course designator. Faculty members from that Area have participated actively in delivery consortium sessions. Other Areas to this point have not embraced the Consortium opportunity to the credit option extent. However, all Areas have accepted the CIE/AAP credit as meeting elective requirements in their several programs. Additionally, faculty members from all Areas have participated as session resource persons in Consortium programs.

Efforts to respond to the academic credibility concerns raised by some during the development of the Consortium resulted in the emergence of a number of philosophical points of departure, coordination, and communication procedures as reflected by the attached forms. The basis for the credit option has been based primarily upon the tridimensional concerns for a personal assessment of professional growth needs, a selection of professional growth experiences based upon this assessment, and the generation of "so what/application" reactions to the experiences and their carry over implementation in classroom/school settings. Efforts have been made to encourage appropriate dialogue by the teachers' system/school level administrators/supervisors in generating an information base upon which decisions are made relative to professional growth decisions and thus consortium participation selections.

The interest in the credit option in the Consortium boomed during the first year as described earlier. During subsequent years, we have either exhausted the market or have made the credit expectations so demanding that many prefer not to go that route.

Strengths of the Consortium approach from the College of Education perspective are many:

1. The Consortium has generated multiple contacts among university personnel and LEA personnel which obviously has had a student recruitment impact.
2. The involvement of College of Education (CEd) personnel with LEA personnel in multiple systems has had spinoff effects which have resulted in a number of continuing consultative/program development relationship which move beyond the smorgasbord approaches which are offered by the Consortium.
3. The increased involvement of CEd personnel in LEAs has opened up communications/feedback opportunities relative to program improvement needs of the CEd as perceived by LEA personnel. The rural nature of the systems served by the Consortium have emphasized the need for the CEd to redouble its efforts to recognize the special needs of rural schools in its basic teacher preparation programs.
4. The ability to bring in some nationally known resource persons has made it possible for CEd personnel to benefit from staff development perspectives from their contacts with them.
5. The honoraria paid by the Consortium has provided a degree of salary supplement for IHE/LEA personnel which has been well-received in the existing economic doldrums.

CREDIT REQUIREMENTS

STAFF DEVELOPMENT CONSORTIUM

1. Utilizing any available job descriptions, staff evaluation forms, assessment for development procedures, etc., utilized in their system, credit participants will introspectively assess in writing their role performance as they see it in relation to their continuing professional development needs.
2. They will select forty-five (45) hours of staff development sessions inclusive of the orientation and the evaluation sessions from the various professional growth opportunities available through the Consortium and prepare a written rationale for the selection of these sessions in light of the self-assessment process called for in Step 1.
3. Prepare and submit a two-page typed report on each session attended which focuses particularly upon the application implications of the session for the participant's continuing professional development and on-going performance.

OR

4. Identify a topic of special interest which they would like to pursue in depth and share with the group during the evaluation session in May (i.e., development of a research/position paper on a special topic, development of curriculum materials which they may use in your classroom, implementation of an action research project in your local school or classroom, etc.).
5. Participate in group-sharing discussions during the evaluation session in May which will focus upon the cumulative impact of the year's activities. Participants will be expected to share any "products" or "processes" which have been developed. Additionally, the participants will introspectively reflect in writing upon their continuing professional development and project for the following year their professional growth needs.

STAFF DEVELOPMENT CONSORTIUM
PROJECTED PROBLEM ATTACK CYCLE

	Degree of Implementation Negligible				Full
1. Prepare a list of curriculum and instructionally related problems which might be attacked through your current role.	1	2	3	4	5
2. Identify the problem area that you have selected for special study in this course.	1	2	3	4	5
3. Provide a rationale that led to the selection of this particular problem. Relate your selection to your assessment of your staff development/ professional growth needs.	1	2	3	4	5
4. Provide a summary of how you plan to approach this problem area with an indication of the current status of any ongoing activities relative to solving the problem. Give special attention to the assistance you anticipate from your participation in the staff development sessions offered through the Northeast Consortium.	1	2	3	4	5
5. Discuss how you plan to assess (evaluate) your progress in solving your problem.	1	2	3	4	5
6. Describe the expected results of your efforts in terms of "products" which you could share with the class during our final sharing/evaluation session.	1	2	3	4	5

CONSORTIUM FEEDBACK FORM

NAME _____

1. Your initial response from a self-analysis perspective has been received. It reflected thoughtful consideration as a basis for selecting the sessions for your participation.

2. Your initial response from a self-analysis perspective has been received. It reflected some consideration to your professional development needs and provided a partial basis for selecting the sessions for your participation.

3. Your initial response from a self-analysis perspective has been received. It seems to have been done in a rather general manner and did not provide much specific information as a basis for selecting the sessions for your participation

4. Your written responses to _____ of the consortium experiences have been received. They seem to reflect a high level of professional participation in the sessions as well as responsible consideration given to their implications for your on-going responsibilities. Keep up this level of performance.

5. Your written responses to _____ of the consortium experiences have been received and they tend to emphasize too much of "what occurred" and not enough of your reactions from the perspective of implications for your on-going responsibilities. Please give attention in future followup papers to this "so what/implications for application" dimensions.

6. Your written responses to _____ of the consortium experiences have been received. While they reflect an apparent degree of effort on your part, the papers are somewhat deficient from organization and presentation perspectives; contain errors in spelling, grammar and composition; and are not prepared in a neat and orderly manner.

7. Your written responses to _____ of the consortium experiences have been received. The ones received to this point reflect an inconsistency in their preparation particularly from the desired "implications" perspective.

8. No written responses (Option 3) to the consortium sessions have been received at this time if you selected that option, nor have I received a narrative relative to your special project (Option 4) if you selected that approach.

9. No written self-analysis from a professional development perspective has been received.

10. The narrative discussion of your special topic (Option 4) has been received. It gives appropriate attention to the Problem Attack Cycle.

J. Foster Watkins
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Curriculum and Instruction
Phone: (205) 348-6093
207 Graves

STAFF DEVELOPMENT CONSORTIUM
EXAMINATION

1. Identify at least five (5) concepts, ideas, techniques, strategies, etc., from the staff development sessions which you have attended which have had special significance for you. Operationally define these five concepts in a short paragraph. Select one of the five and discuss it in some detail giving attention to the following points as a minimum:

   a. Your professional reaction to the concept
   b. Examples of your efforts to operationally implement the concept during the year
   c. Any information on which you judged success or failure of your efforts to implement the concept
   d. Projected future responses in your classroom to the concept.

2. During orientation session, you were asked to discuss your staff development needs with special attention given to the data sources upon which you based your perceptions of your professional growth needs. Secondly, you were requested to relate your identified needs to the selection of consortium sessions which you planned to attend. Please reflect upon those activities of the first session, your subsequent participation in the consortium, and your intervening year in the classroom/school as a basis for discussing your continuing professional growth needs giving attention to the following points as a minimum:

   a. Your perceptions of your responsibilities for your own continuing professional development
   b. The multiple data sources that you use in making such judgments
   c. Professional growth goals for the coming summer and pending academic year
   d. Steps you plan to take toward meeting those professional growth goals.

3. Complete the attached Graduate Student Self Assessment Form and turn it in with your examination. <u>Be sure and give yourself a letter grade as requested.</u>

4. On a separate sheet of paper to be turned in in an anonymous manner, please give evaluative feedback on the consortium activities in the interest of improving them in subsequent offerings. Please give attention to such items as the meeting cycle spread out over the academic year, the topics which were presented, the identified special topics pursued on an individual basis, and the end-of-course sharing activities. Please feel free to extend beyond this list of suggested items in the interest of improving the course and the instructors/presentors.

THE NORTHEAST CONSORTIUM - A CONTINUING EDUCATOR'S VIEW

A basic purpose of continuing education units at institutions of higher learning is to extend educational programs to individuals, groups and agencies. Historically, continuing education units have served as catalysts for fostering innovative delivery systems for institutional academic programs. Through the cooperative effort of the University of Alabama College of Education and seven local school districts, the Division of Continuing Education was able to develop the previously described delivery system to accommodate the needs of learners at remote locations.

During the entire developmental process, continuing education personnel kept two fundamental principles in the forefront: (1) provide relevant programs and (2) deliver the best quality programs possible. The University of Alabama Division of Continuing Education has long since determined that two factors play the most important roles in the success of any program designed for adult/part-time learners--relevance and quality. In regard to relevance, the local education agencies also were committed to providing program offerings based on the perceived needs of participants.

As is the case with all Continuing Education programs, the annual needs assessment played an important role in identifying topics have relevance to Consortium participants. The needs assessment instruments have been modified on an annual basis predicated on the idea of gathering the specific needs of participants. A longitudinal analysis of inservice session topics reveals a trend of movement from the general to the specific. For example, during the first year of the Consortium operation general topics such as "Math for the Elementary Teacher" and "Teaching Reading in the Elementary School" were common. Session topics became much more specific during the 1981-82 Consortium. For example, "Teaching the Math Concepts of Money and Time" and "Teaching Consonant Blends in Elementary Grades" were typical

of the session topics listed. This information is important to continuing educators, and for that matter, all academicians, in that specifically stated session topics allow participants to more appropriately distinguish those sessions that are relevant to them personally. More importantly, specific session topics permit presentors to more adequately focus on small segments of content for delivery in the short time allotted. Relevance, to many teachers, means focusing on the basics of teaching concepts and skills that they can employ in their daily jobs. Adhering to the fundamental belief that valid needs assessment data is the foundation for building inservice programs has played an important role in the success of the Consortium.

From a continuing educator's perspective, quality programming directly relates to factors such as (1) number of participants, (2) duration of program, (3) degree of acceptability and (4) replication opportunities. Generally, participation in non-credit continuing education programs is on a voluntary basis; therefore, programs lacking quality are shortlived. The developers of the Consortium recognized the need for high quality, practical programs. At all Consortium planning meetings, discussions have centered on ways to identify and select the best possible presentors to serve as instructors for various sessions. The selection of Consortium presentors is a responsibility shared by University Continuing Education personnel and the local school district personnel. Throughout all planning meetings, Continuing Education staff members were absolutely committed to obtaining the best presentors possible, whether instructors were employed by the University of Alabama, other colleges or universities, the State Department of Education, or local school districts. The basic criterion for selecting session presentors was that they be knowledgeable in the subject area, able to relate knowledge on a practical level, and capable of attracting the attention of teachers. Evaluation data collected from participants at each session indicate that the careful attention give to selection of presentors has enhanced the quality of programs.

Several positive "spin-offs" have occured as a result of the intrasystem

dialogue related to Consortium matters. One by-product of the Consortium is the way in which school systems have begun to communicate and plan with each other. Administrators and teachers meet their counterparts from other systems at Consortium programs. They get a chance to compare approaches and learn new ideas being employed in other school districts. Systems begin to see each other not in a competitive, but in a cooperative light. This year, three systems will join together for a combined inservice day involving a nationally known presentor. This past summer, Principals from all five systems met in joint session to discuss plans for implementing new statewide competency regulations. This type of cross-pollination of ideas and cooperative efforts has been a very valuable off-shoot of school systems coming together in an educational consortium.

The Consortium has proved to be an excellent way for the University of Alabama to meet its mandated mission of service to the State of Alabama, and for the Division of Continuing Education to serve non-traditional adult learners who cannot travel to the main campus in Tuscaloosa. By taking educational services to those who need them, the Division has been able to render vital service to groups which would otherwise be without needed resources.

Attachment Number 1

ADOPTED BY ALABAMA STATE BOARD OF EDUCATION AT ITS MEETING ON April 5, 1979

STATE PLAN FOR INSERVICE EDUCATION/PROFESSIONAL DEVELOPMENT

WHEREAS, the State Board of Education currently requires each public school system annually to develop and implement a comprehensive plan for the continuous improvement of the professional personnel in its employ; and

WHEREAS there exists the need to bring inservice education/professional development programs and related activities to the highest possible levels of adequacy; and

WHEREAS, the State Superintendent of Education has been directed by the State Board of Education to develop a State Plan for Inservice Education/Professional Development which would:

I. Establish inservice education/professional development as an essential and continuous function of a career in education and an extension of preservice preparation;

II. Establish inservice education/professional development as a major priority for improving the competence of those professionally certified employees of the local school systems;

III. Give further emphasis to inservice education/professional development as the mandated responsibility of the local school systems with specifically identified roles for teachers and other professional personnel, institutions of higher education, and the State Department of Education;

IV. Accommodate the establishment and use of up-to-date approaches to meet inservice education/professional development objectives;

V. Accommodate the renewal of professional certification by participants; and

WHEREAS, the attached document contains such a plan and provides for its implementation; and

WHEREAS, the State Superintendent of Education recommends the approval of this plan effective school year 1980-81;

NOW, THEREFORE, BE IT RESOLVED, That the State Plan for Inservice Education/Professional Development contained in the attached document be approved;

AND, BE IT FURTHER RESOLVED, That all plans and policies heretofore approved by this Board, which are not consistent with this State Plan, are by this action rescinded and replaced.

Attachment Number 2

NORTHEAST ALABAMA CONSORTIUM FOR PROFESSIONAL DEVELOPMENT

1981 - 1982 FINAL ATTENDANCE SURVEY

NAME_____SCHOOL/SYSTEM_____SOC.SEC.#_____

SCHOOL ADDRESS_____CITY_____STATE_____ZIP_____

POSITION_____GRADES TAUGHT_____PHONE: HOME_____SCHOOL_____

COURSE ENROLLMENT FOR CREDIT

In cooperation with The University of Alabama, seven credit course options are available for the 1981-1982 Northeast Alabama Consortium (pending approval by ACHE). Please check the course(s) below in which you plan to enroll for CREDIT. Students enrolled in courses for credit should plan to complete all the course requirements listed beneath each course title. All credit courses listed below are regular University of Alabama courses. Each 3 semester hour course may apply to selected degree programs or as an elective, with advisor's approval. Credit courses listed below may also be applied to Certification renewal.

GRADUATE CREDIT FEES - Graduate credit fees are $154.00 per 3 semester hour course. Graduate students who have not been admitted to The University of Alabama Graduate School must pay an additional $15.00 application fee. All course offerings are contingent upon sufficient student enrollment. Course fees are payable at the Orientation and Registration Session:

ORIENTATION AND REGISTRATION SESSION- Thursday, September 10, 1981, 6:00 P.M., Marshall Technical School. All students planning to register for a credit course must attend this meeting. Mid-year and Final Orientation Session dates will be determined by course instructors and participants.

___CEC 592/692, "FIELD WORK IN EARLY CHILDHOOD EDUCATION" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may attend only those sessions that are LEVELED K-3, K-6, or K-12. You may choose these from any of the inservice sessions offered. 3) Complete all assignments for each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CEE 592/692, "FIELD WORK IN ELEMENTARY EDUCATION" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may attend only those sessions that are LEVELED K-3, K-6, 3-6, 4-8, or K-12. You may choose these from any of the inservice sessions offered. 3) Complete all assignments for each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CSE 592/692, "FIELD WORK IN SECONDARY EDUCATION" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may attend only those sessions that are LEVELED K-12, 7-12, or 4-8. You may choose these from any of the inservice sessions offered. 3) Complete all assignments for each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CRD 592/692, "FIELD WORK IN READING EDUCATION" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may choose these from the Reading and/or Language Arts sessions that are offered. 3) Complete all assignments from each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CEC 593/693, "WORKSHOP IN LANGUAGE ARTS" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may attend only those sessions that are LEVELED K-3, K-6, or K-12. You may choose these sessions from the Reading and/or Language Arts sessions that are offered. 3) Complete all assignments from each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CEE 593/693, "WORKSHOP IN LANGUAGE ARTS" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You may attend only those sessions that are LEVELED K-3, K-6, 3-6, 4-8, or K-12. You may choose these sessions from the Reading and/or Language Arts sessions that are offered. 3) Complete all assignments from each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

___CAR 548,"WORKSHOP IN ART EDUCATION" (3 semester hours)
COURSE REQUIREMENTS: 1) Attend Orientation and Registration Session 2) Attend 12 sessions. You must attend all of the Art sessions. You may choose other sessions from any of the inservice sessions offered. 3)Complete all assignments from each session you attend. 4) Attend Mid-year Evaluation Session 5) Attend Final Evaluation Session. (Total - 15 sessions)

BEST COPY AVAILABLE

COURSE ENROLLMENT FOR NON-CREDIT

Personnel employed within the Consortium Systems may attend inservice sessions on a non-credit basis. No additional fees will be required other than a small fee which will apply to the "Make and Take" workshops. Credit students are also eligible to attend sessions for non-credit in addition to those required for credit course(s). Please circle N/CR to show those sessions you plan to attend for non-credit. (N/CR=Non-credit) Circle only those sessions that you plan to attend in order that a total count of participants can be obtained for each session.

DIRECTIONS FOR COMPLETING THIS FORM

1. COMPLETE TWO COPIES OF THIS FORM AND KEEP ONE FOR YOUR RECORDS!
2. INDICATE THOSE SESSIONS YOU PLAN TO ATTEND FOR CREDIT BY CIRCLING (CR.)
3. INDICATE THOSE SESSIONS YOU PLAN TO ATTEND FOR NON-CREDIT BY CIRCLING (N/CR.)
4. CIRCLE ONLY ONE OPTION FOR EACH SESSION. CR OR N/CR
5. CIRCLE ONLY THOSE SESSIONS YOU PLAN TO ATTEND!

READING

(CR=CREDIT N/CR=NON-CREDIT)

CR N/CR	Hands-on activities and methods for teaching Phonics: Vowel sounds, consonant sounds, consonant blends, digraphs	K-6	Dr. David Brown	Monday 9/14/81 4-7 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	K-6	Dr. Mary Rogers	Monday 10/5/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	K-6	Dr. Mary Rogers	Tuesday 10/6/81 5-8 P.M.	Arab High School Arab
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	K-6	Dr. Mary Rogers	Thursday 10/15/81 6-9 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	7-12	Ms. Joan Fuqua	Monday 10/19/81 6-9 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	7-12	Ms. Joan Fuqua	Tuesday 10/20/81 4-7 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities for teaching comprehension skills: sequencing, study skills, drawing inferences, predicting outcomes, main idea, cause/effect, following directions	7-12	Ms. Joan Fuqua	Thursday 10/29/81 5-8 P.M.	Plainview High School Rainsville
CR N/CR	Methods and materials for diagnosing Reading abilities: How to use Informal Reading Inventories, Oral and Silent Reading, Phonics Skills Tests, other materials to diagnose Reading ability	K-3	Dr. David Brown	Monday 11/9/81 5-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Methods/materials for diagnosing Reading abilities: How to use Informal Reading Inventories, Oral/Silent Reading, Phonics Skills Tests, other materials to diagnose Reading ability	1-6	Dr. David Brown	Tuesday 11/10/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for teaching Library Skills: Dewey decimal system, reader's guide, reference materials/skills, card catalog	K-12	Ms. Gayle Graves	Thursday 12/10/81 6-9 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for promoting reading readiness: auditory discrimination, visual discrimination, directionality, oral language development, interest	K-6	Dr. Mary Rogers	Tuesday 1/19/82 6-9 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities and methods for proving for the remedial reader in the regular classroom	K-6	Dr. David Brown	Tuesday 2/9/82 5-8 P.M.	Plainview High School Rainsville
CR N/CR	Developing materials/activities for effective Reading Learning Centers: How to organize and operate effective Reading Learning Centers	K-6	Dr. Mary Rogers	Thursday 3/4/82 4-7 P.M.	Marshall Tech School Guntersville
CR N/CR	Hands-on activities and methods for teaching basic Dictionary Skills	K-6	Dr. David Brown	Thursday 4/1/82 4-7 P.M.	Marshall Tech School Guntersville

MATH

CR N/CR	Hands-on activities and methods for teaching Math Competencies: percents, positive/negative integers, decimals, measurement	6-12	Mr. Luther Mathews (Teacher)	Monday 9/21/81 5-8 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities and methods for teaching Math Competencies: percents, positive/negative integers, decimals, measurement	6-12	Mr. Luther Mathews (Teacher)	Tuesday 9/22/81 6-9 P.M.	Scottsboro High School Scottsboro

CR N/CR	Hands-on activities for teaching Fractions: emphasis on adding and substracting	4-8	Mrs. Stella Wear (Teacher)	Thursday 10/8/81 4-7 P.M.	Marshall Tech. School Guntersville
CR N/CR	Hands-on activities for remediating basic Math skills: addition, subtraction, multiplication, division, place value, regrouping, learning multiplication facts	K-6	Dr. C. J. Daane	Tuesday 10/27/81 5-8 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities for remediating basic Math skills: addition, subtraction, multiplication, division, place value, regrouping, learning multiplication facts	7-12	Ms. Carolyn Davis (Teacher)	Tuesday 11/17/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Methods and materials for teaching word problems: How to read word problems and practical application of word problems	6-12	Ms. Kathy Smith (Teacher)	Monday 12/7/81 6-9 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities for teaching basic Time and Money concepts	K-6	Dr. C. J. Daane	Monday 1/11/82 4-7 P.M.	Plainview High School Rainsville
CR N/CR	Developing materials/activities for effective Math Learning Centers: How to organize/operate effective Math Learning Centers	K-6	Dr. C. J. Daane	Thursday 2/25/82 5-8 P.M.	Scottsboro High School Scottsboro
CR N/CR	Developing materials/activities for effective Math Learning Centers: How to organize/operate effective Math Learning Centers	7-12	Ms. Guesna Dohrman	Thursday 3/18/82 4-7 P.M.	Marshall Tech. School Guntersville

LANGUAGE ARTS

CR N/CR	Hands-on activities for teaching Punctuation, Sentence Structure, Paragraph Construction	3-6	TBA	Monday 9/21/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for teaching Punctuation, Sentence Structure, Paragraph Construction	3-6	TBA	Tuesday 9/22/81 6-9 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities for teaching Punctuation, Sentence Structure, Paragraph Construction	3-6	TBA	Thursday 10/1/81 5-8 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities/materials for teaching Composition skills: outlining, sentence/ paragraph consctruction	7-12	Dr. Sandra Busby	Monday 11/2/81 5-8 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities/materials for teaching Composition skills: outlining, sentence/ paragraph construction	7-12	Dr. Sandra Busby	Tuesday 11/3/81 4-7 P.M.	Marshall Tech. School Guntersville
CR N/CR	Hands-on activities/materials for teaching Composition skills: outlining, sentence/ paragraph construction	7-12	Dr. Joyce Jolly	Wednesday 11/11/81 6-9 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities and methods for teaching basic grammar	K-6	TBA	Monday 11/30/81 6-9 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities and methods for teaching basic grammar: subject/verb agreement, prepositional phrases, adverbs, adjectives	7-12	Dr. Joyce Jolly	Tuesday 12/1/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities and methods for teaching spelling skills	K-6	TBA	Tuesday 1/26/82 5-8 P.M.	Plainview High School Rainsville
CR N/CR	Hands-on activities and methods for teaching Handwriting skills: Emphasis on letter formation/transition from manuscript to cursive writing	K-6	Ms. Kathy Archer Ms. Iris Harrison	Tuesday 2/16/82 6-9 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on activities for teaching Literature: Introducing literature, literature appreciation	K-6	TBA	Thursday 3/25/82 4-7 P.M.	Marshall Tech. School Guntersville
CR N/CR	Hands-on activities for teaching Literature: Introducing literature, literature appreciation, teaching novels	7-12	Dr. Sandra Busby	Monday 4/19/82 5-8 P.M.	Plainview High School Rainsville

SCIENCE

CR N/CR	Practical ideas/materials for conducting Science Lab Experiments using little or no equipment	7-12	Ms. JoAnne Durham (Teacher)	Thursday 10/22/81 5-8 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Hands-on activities, materials, methods for teaching current Science topics: Solar Energy, Nuclear Energy, Enviromental preservation, Energy conservation	7-12	Dr. Hillel E. Milo	Monday 11/30/81 4-7 P.M.	Scottsboro High School Scottsboro

SOCIAL STUDIES

CR N/CR	Hands-on activities for teaching Map Skills: road maps, atlas, other maps	K-12	Mr. Martin Ables (Teacher)	Tuesday 10/13/81 5-8 P.M.	Marshall Tech. School Guntersville

PHYSICAL EDUCATION

CR N/CR	First Aid Techniques for the classroom: emphasis on injuries, illnesses, seizures	K-12	Ms. Cynthia Milk (Red Cross)	Thursday 9/24/81 6-9 P.M.	Plainview High School Rainsville
CR N/CR	Rainy-day activities for Physical Education	K-12	TBA	Monday 11/23/81 4-7 P.M.	Arab Elem. School Arab

ART

CR N/CR	Make and Take: Integrating Art into the Math and Language Arts Programs	K-6	Dr. Shirley Musgrave	Saturday 3/27/82 4-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Make and Take Creative Classroom Crafts for Halloween	K-6	Dr. Shirley Musgrave	Saturday 10/10/81 8-12Noon	Marshall Tech School Guntersville
CR N/CR	Make and Take Creative Classroom Crafts for Thanksgiving	K-6	Dr. Shirley Musgrave	Thursday 11/12/81 4-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Make and Take Creative Classroom Crafts for Christmas	K-6	Dr. Shirley Musgrave	Saturday 12/5/81 8-12Noon	Marshall Tech School Guntersville
CR N/CR	Make and Take Creative Classroom Crafts for Valentine's Day	K-6	Dr. Shirley Musgrave	Tuesday 2/2/82 4-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Make and Take Creative Classroom Crafts for Painting and Printmaking	K-6	Dr. Shirley Musgrave	Monday 3/22/82 4-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Make and Take Art Activities: Puppetry and Mask Making	K-6	Dr. Shirley Musgrave	Thursday 9/17/81 4-8 P.M.	Marshall Tech School Guntersville

GENERAL

CR N/CR	Methods/practical suggestions for enhancing student's self-control, responsibility, self concept	K-12	Dr. Randall Jarrell	Monday 9/28/81 6-9 P.M.	Plainview High School Rainsville
CR N/CR	Methods/practical suggestions for enhancing student's self control, responsibility, self concept	K-12	Dr. Randall Jarrell	Tuesday 9/29/81 5-8 P.M.	Scottsboro High School Scottsboro
CR N/CR	Teacher and the Law: The legal rights of teachers in student discipline; the classroom teacher and liability	K-12	Dr. Lanny Gamble	Thursday 10/22/81 6-9 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	Practical methods/suggestions for involving parents in the school: emphasis on how to discuss grades, retention, the "special" child, effective parent-teacher conferences	K-12	Dr. Anne Toppins	Monday 11/16/81 5-8 P.M.	Marshall Tech School Guntersville
CR N/CR	Practical methods and suggestions for involving parents in the school: emphasis on how to discuss grades, retention, the "special" child, effective parent-teacher conferences	K-12	Dr. Anne Toppins	Tuesday 11/17/81 4-7 P.M.	Scottsboro High School Scottsboro
CR N/CR	Practical methods, hands-on activities, suggestions for motivating the child who: gives up, hates school, is an under-achiever	K-12	Dr. Sandra Busby	Tuesday 1/19/82 4-7 P.M.	Plainview High School Rainsville
CR N/CR	Practical methods, hands-on activities, suggestions for motivating the child who: gives up, hates school, is an under-achiever	K-12	Dr. Mary Rogers	Thursday 2/25/82 6-9 P.M.	Scottsboro High School Scottsboro
CR N/CR	Hands-on materials/practical suggestions for using individualized Learning Contracts: emphasis on how to write Learning Contracts, evaluation of Learning Contracts, how to individualize using Learning Contracts	K-12	Dr. Sam Leles	Monday 11/2/81 5-8 P.M.	Carlisle Park Middle School Guntersville
CR N/CR	How to read and interpret standardized test scores, their relationship to grouping for teaching skills. (C.A.T.)	K-12	Dr. Tamar Milo	Thursday 10/1/81 6-9 P.M.	Scottsboro High School Scottsboro

PLEASE RECHECK THIS COMPLETED FORM TO SEE THAT YOU HAVE CIRCLED EITHER CR OR N/CR FOR EACH SESSION YOU PLAN TO ATTEND

COMPLETE TWO COPIES OF THIS FORM AND KEEP ONE FOR YOUR RECORDS!

Attachment Number 3

NORTHEAST ALABAMA CONSORTIUM FOR PROFESSIONAL DEVELOPMENT

1982 - 1983 FINAL ATTENDANCE SURVEY

NAME _____ SCHOOL SYSTEM _____ SOC. SEC.# _____

SCHOOL ADDRESS _____ CITY _____ STATE _____ ZIP _____

POSITION _____ GRADES TAUGHT _____ PHONE: H _____ W _____

BACKGROUND INFORMATION

The Northeast Consortium for Professional Development is an association of five school systems: Arab City, DeKalb County, Fort Payne City, Guntersville City, and Marshall County. These systems have joined together as a means of providing high quality in-service training at an economical cost. In its two years of existence, the Northeast Consortium has provided in-service sessions for over 2,000 teachers and administrators. The programs this year, as in previous years, are based on the expressed needs of the personnel who will be attending the sessions. The instructional emphasis will continue to be on the application of theory to ongoing school responsibilities.

All sessions listed below (unless specified otherwise) may be attended by any teacher or administrator who is employed by a member system free of charge.

This years's needs assessment survey revealed that a number of teachers and administrators are interested in obtaining graduate course credit through the Consortium. Please refer to the section labeled "Course Enrollment for Credit" in this form for information regarding credit enrollment.

Please indicate which sessions you will be attending by placing a check mark (✓) on the appropriate line.

EVENING CONSORTIUM SESSIONS: Open to all Teachers and Administrators at NO COST.

Arab High School, September 7, 6-9 p.m.

_____ Introduction to Microcomputers - Dr. Robert Beach
_____ Student Discipline 9-12 - Mr. Richard Rhone
_____ Remedial Math 4-8 - Dr. C. J. Daane
_____ Remedial Reader in the Regular Classroom - Dr. David Brown
_____ Motivation of the Academically Gifted Student - Ms. Marsha Burke
_____ The Principal's Office and Fiscal Responsibility - Dr. Lanny Gamble

Marshall County, Alabama Avenue Middle School, Albertville, October 12, 6-9 p.m.

_____ Specific Techniques of Student Discipline K-5 - Dr. Barbara Adams
_____ Increasing Self-Concept and Motivation of the "Average" Student - Dr. Robert Anderson
_____ Teaching Slow Learners in the Regular Classroom 1-8 - Dr. David Brown
_____ The Teacher and the Law--Student Personnel - Dr. Kenneth Wilson
_____ Test Construction and Grading - Dr. Charles Edmonds
_____ The Principal and Evaluation of Staff Personnel--Documentation - Dr. Lanny Gamble

Guntersville, Carlisle Park Middle School, November 2, 6-9 p.m.

_____ Student Discipline 6-8 - Mrs. Nell Clem
_____ Increasing Self-Concept and Motivation of the "Turned-Off" Student - Dr. Jerry Dillard
_____ Workable Approaches to Remediation - Dr. Jim Saski
_____ Classroom Management - Dr. Michael Palardy
_____ The Teacher and the Law --Staff Personnel - Dr. Lanny Gamble
_____ The Principal's Responsibility in Liability Suits - Dr. Coy Hollis

Ft. Payne High School, September 28, 6-9 p.m.

_____ Student Discipline 9-12 - Dr. Jim Saski
_____ Increasing Student Motivation and Self-Concept - TBA
_____ Science Experiments With Little Equipment - Dr. Michael Murphy
_____ Basic Math Skills - Dr. Patsy Kramer
_____ Teaching Composition Skills in the Junior High School 6-8 - Ms. Maxine Rose
_____ The Principal's Office; How to Operate it Effectively - Dr. Lanny Gamble

DeKalb County, Plainview High School, Rainsville, October 26, 6-9 p.m.

_____ Remedial Reading 9-12 - Dr. David Brown
_____ Student Discipline K-6 - Dr. Michael Palardy
_____ Increasing the Self-Concept and Motivation of Teachers - Dr. Norman Padgett
_____ Basic Math Skills 10-12 - TBA
_____ The Teacher and the Law--Competency Issues - TBA
_____ The Principal and Student Discipline - Dr. Lanny Gamble

LOCAL IN-SERVICE SESSIONS: Open to all Teachers and Administrators at NO COST.

	System	Date	Topic
____	Fort Payne City Schools	August 16, 1982	Competency Education - Dr. Causey
____	Guntersville City, Arab City, Marshall County	August 18, 1982	Competency Requirements
____	DeKalb County	October 5, 1982	Discipline in the Secondary School - Dr. K. Walsh
____	Ft. Payne City	October 5, 1982	To Be Decided
____	DeKalb County	January 28, 1983	To Be Decided
____	Guntersville City, Arab City, Marshall County	February 8,1983	Competency (a.m.) Discipline (p.m.) Dr. H. Wong

(The following sessions may be primarily of interest to credit participants as a means of obtaining 45 contact hours, but any teacher or administrator may enroll.)

MAKE AND TAKE SESSIONS (GADSDEN AREA)

These sessions are offered via the Gadsden Center and will require a fee payment of $5.00 made payable to the University of Alabama and mailed one week prior to the Session to:

Make and Take Workshops
The University of Alabama Center
P. O. Box 1280
Gadsden, Alabama 35902

	Topic	Date & Time	Level	Consultant	Location
____	"Reading Readiness Activities"	September 18, 1982 9-12 Noon	K-3	Charlotte C. Brown	Cory Middle School 715 Raley Street Gadsden, AL
____	"Activities to Teach Phonics"	October 30, 1982 9-12 Noon	K-3	Charlotte C. Brown	Cory Middle School 715 Raley Street Gadsden, AL
____	"Reading Comprehension Activities"	November 20, 1982 9-12 Noon	K-3	Charlotte C. Brown	Anniston High Sch. 1301 Woodstock Ave. Anniston, AL
____	"Making Classroom Puppets"	December 4, 1982 9-12 Noon	K-6	Barbara Rountree	Jones Elementary School Rainbow City, AL
____	"Structural Analysis Activities"	January 29, 1983 9-12 Noon	3-6	Charlotte C. Brown	Disque Middle Sch. 612 Tracy Street Gadsden, AL
____	"Written Language Activities: Creative Writing-study skills etc."	February 19, 1983 9-12 Noon	4-6	Charlotte C. Brown	Disque Middle Sch. 612 Tracy Street Gadsden, AL
____	"Games and Activities to Make Mathematics Interesting"	February 26, 1983 9-12 Noon	K-6	C. J. Daane	Anniston High Sch. 1301 Woodstock Ave. Anniston, AL

WEEKEND WORKSHOP TOPICS (GADSDEN CENTER)

All topics will meet on Fridays 5-8 p.m. and Saturdays 8 a.m. - 5 p.m. There will be an additional $25.00 charge (through the Gadsden Center) for each 11 hour session attended. Be sure to register in advance. Mail registration to:

Weekend Workshops
The University of Alabama Center
P. O. Box 1280
Gadsden, Alabama 35902

All sessions will meet at the University of Alabama Gadsden Center.

	Topic	Date	Instructor
____	1. Creating and Using Puppets As a Teaching Tool	January 14-15, 1983	Dr. Barbara Rountree
____	2. Elementary Mathematics Workshop	September 24-25, 1982	Dr. C. J. Daane
____	3. Music and Basic Skills: A Classroom Partnership	February 11-12, 1983	Ms. Kay Mutert
____	4. Discipline	November 12-13, 1982	Dr. Michael Palardy

	Topic	Date	Instructor
_____	5. Motivation	October 15-16, 1982	Dr. Mary Rogers
_____	6. Simulation, Role Playing, Gaming, and Value Clarification Activities	January 21-22, 1983	Dr. Adolph Crew
_____	7. Interaction Skills	September 10-11, 1982	Dr. Adolph Crew
_____	8. Introduction-Microcomputers in Education	January 28-29, 1983	Dr. Truman Baker
_____	9. Microcomputers-Social Studies	February 11-12, 1983	Dr. Patrick Ferguson
_____	10. Microcomputers-Math	March 4-5, 1983	Dr. Truman Baker
_____	11. Microcomputers-Business Education	April 29-30, 1983	Dr. Donald Campbell
_____	12. Microcomputers-Science	March 25-26, 1983	Dr. James Walker
_____	13. Microcomputers-Reading-Language Arts	April 15-16, 1983	Dr. David Otts
_____	14. Beginning Reading	February 4-5, 1983	Dr. David Brown
_____	15. Reading Remediation	April 8-9, 1983	Dr. David Brown
_____	16. Reading Comprehension	February 25-26, 1983	Dr. Robert Leigh

WEEKEND COLLEGE SESSIONS (UNIVERSITY OF ALABAMA TUSCALOOSA CAMPUS)

Participants may elect to attend any meetings of the sessions listed below in partial fulfillment of the 45 contact hours needed for the Northeast Consortium credit option.

All topics will meet on Fridays, 6-9 p.m. and Saturdays, 8 a.m. - 5 p.m. in Graves Hall on the campus of the University of Alabama. The non-credit fee is $25.00 per topic. There will be no additional charge for credit registrants.

	Topic	Date	Instructor
_____	1. Introduction/Microcomputers in Education	October 1-2, 1982	Dr. Truman Baker
_____	2. Microcomputers-Social Studies	October 15-16, 1982	Dr. Patrick Ferguson
_____	3. Microcomputers-Math	October 29-30, 1982	Dr. Truman Baker
_____	4. Microcomputers-Science	November 19-20, 1982	Dr. James Walker
_____	5. Microcomputers-Reading-Language Arts	December 3-4, 1982	Mr. David Otts
_____	6. Improving Questioning Skills	September 17-18, 1982	Dr. Mary Richards
_____	7. The Teacher and the Law: Student and Staff Personnel	October 2-3, 1982	Dr. Lanny R. Gamble
_____	8. Teacher Burnout or Stress Management	October 29-30, 1982	Dr. Foster Watkins
_____	9. Teaching the Gifted and Talented Student in the Regular Classroom	November 19-20, 1982	Dr. Carol Schlichter
_____	10. Simulation, Role Playing, Gaming and Value Clarification Activities	December 3-4, 1982	Dr. Adolph Crew

COURSE ENROLLMENT FOR CREDIT

In cooperation with The University of Alabama Gadsden Center, credit course options are available for the 1982-83 Northeast Alabama Consortium. Students enrolled in courses for credit should plan to complete all the course requirements listed beneath each course title. All credit courses listed below are regular University of Alabama courses. Courses for credit will focus on the application of ideas gained to ongoing school responsibilities. Each 3 semester hour course may apply to selected degree programs or as an elective, with advisor's approval. Credit courses listed below may also be applied to Certification renewal.

GRADUATE CREDIT FEES - Graduate credit fees are $157.50 per 3 semester hour course. Graduate students who have not been admitted to The University of Alabama Graduate School must pay an additional $15.00 application fee. All course offerings are contingent upon sufficient student enrollment. Course fees are payable at the Orientation and Registration session.

ORIENTATION AND REGISTRATION SESSION - Thursday, September 2, 1982, 6-9 p.m., Gadsden Center. All students planning to register for a credit course must attend this meeting. Mid-year and Final Orientation Session dates will also be held at the Gadsden Center.

_____ CIE 592/692, "Fieldwork in the Improvement of Instruction" (3 semester hours)
COURSE REQUIREMENTS: (1) Attend Orientation and Registration sessions.
(2) Attend mid-year Evaluation Session (3) Attend Final Evaluation Session
(4) Attend other advisor approved sessions to total 45 contact hours including the sessions required above.

_____ AAP 612, "Problems in School Administration" (3 semester hours)
COURSE REQUIREMENTS: (1) Attend Orientation and Registration sessions.
(2) Attend mid-year Evaluation Session (3) Attend Final Evaluation Session
(4) Attend other advisor approved sessions to total 45 contact hours including the sessions required above.

Attachment Number 4

NORTHEAST ALABAMA CONSORTIUM FOR PROFESSIONAL DEVELOPMENT

1982-1983 NEEDS ASSESSMENT SURVEY FORM

You are aware that our school system is currently participating in the Northeast Alabama Consortium Inservice Program. Through the cooperation of the six participating school systems and the University of Alabama, we have been able to offer a wide range of timely inservice workshops to teachers and administrators. Evaluations of this year's inservice programs have been very positive, and we are currently planning next year's Consortium inservice program, which will differ in some important ways.

THIS IS WHERE WE NEED YOUR HELP! In order to better meet your inservice needs and interests, we would like for you to complete this Needs Assessment Form. Please give your thoughtful attention to this form. Your suggested inservice workshops will form the basis of next year's consortium program.

NAME_____ SCHOOL_____ DATE_____

GRADE TAUGHT_____ SUBJECTS TAUGHT_____

DEGREES HELD_____ AREAS OF CERTIFICATION_____

_____ SOCIAL SECURITY NUMBER_____

ARE YOU INTERESTED IN A DEGREE PROGRAM?_____ IF SO, LIST TYPE OF DEGREE AND AREA OF INTEREST_____

One function of the Consortium this year will be to offer workshops during scheduled system inservice days. We are asking you to submit specific workshops that would be of interest to you in the 1982-83 Consortium program. PLEASE BE AS SPECIFIC AS POSSIBLE!

SPECIFIC TOPIC -- PLEASE CHECK GRADE LEVEL (S)	PRIMARY	ELEMENTARY	MIDDLE	SECONDARY

EVENING PROGRAMS. The Consortium this year will also feature a series of workshops to be held in the evening and/or Saturdays on the University of Alabama campus or at a system location. These workshops will feature both specific and general information and are designed for both teachers and administrators. In the space below, please give some examples of programs you would like to see offered during the evening.

SUGGESTED TOPIC (S) - - CHECK GRADE LEVEL (S)	PRIM.	ELEM.	MID.	SEC.	OTHER

It will also be possible to schedule one or more programs to be offered at a System location to meet particular needs. These programs, as all Consortium offerings, would be open to participants from all Systems. In the space below, please identify a topic which you would like to see offered in your locale.

_____

We realize that some times are more convenient than others for attending evening sessions. In the space below, could you list some dates and times which would be possible for you to schedule for evening inservice?

Day of the Week	Time of Day	Preferred Month (s)

Thank you for your time and interest in completing this form. Your input will enable us to plan a better inservice program for the 1982-83 Northeast Alabama Consortium.

ADDITIONAL COMMENTS OR SUGGESTIONS ON BACK:

Attachment Number 5

CLASS ROSTER (NON-CREDIT STUDENTS)

It is necessary that we have an accurate accounting of all non-credit students who participate in this workshop. Please circulate this form and have each non-credit student provide the requested information.

DATE _____ LOCATION _____

NAME OF INSTRUCTOR _____

TITLE OF WORKSHOP _____

Name of Student (Please print)	Address & Phone No. (Please print)	School System	Social* Security No.

*For University record-keeping purposes only

NOTE: This form must be completed and returned with your travel expense report.

Attachment Number 6

NORTHEAST ALABAMA CONSORTIUM FOR PROFESSIONAL DEVELOPMENT

SESSION EVALUATION

SESSION TITLE_____ INSTRUCTOR_____

LOCATION OF SESSION_____ YOUR POSITION_____

GRADES TAUGHT_____ CREDIT NON-CREDIT (CIRCLE ONE) DATE_____

INSTRUCTIONS: Assign an evaluation number to each statement based on the following scale:

1--Strongly Agree 2--Agree 3--Neutral 4--Disagree 5--Strongly Disagree

____1. The subject matter and material presented in this session will help me in my daily work.

____2. The hands-on material, handouts, and other materials used in this session will be useful to me in my daily work.

____3. The content of this session dealt with the topic reflected in the session title.

____4. The presentation of this session was well organized and prepared.

____5. I was encouraged to participate in this session by my school system.

PLEASE COMMENT BRIEFLY ON THE FOLLOWING:

7. Please comment on the physical arrangements for this session: building, classroom size and seating arrangements, heating or cooling, lighting, etc.

8. Overall rating of instructor(s) for this session: GOOD SATISFACTORY POOR (Circle)
Comments or suggestions:

9. Please suggest other titles or topics for professional inservice sessions and, if possible, instructors for each session listed. (Use back if needed.)

10. Other comments or suggestions: (Use back if needed.)

Attachment Number 7

NORTHEAST ALABAMA CONSORTIUM FOR PROFESSIONAL DEVELOPMENT
Approximate Expense Projection for 1982-83

Travel	
5 round trips (300 miles) = 1500 miles	
1500 miles x 35¢ per mile =	$ 525.00
4 administrative round trips (300 miles) = 1200 miles	
1200 miles x 20¢ per mile =	240.00
Travel for Non- Tuscaloosa Instructors	
10 x 300 miles = 3,000 miles	
3000 miles x 20¢ per mile =	600.00
Per Diem	
Dinner per diem (33 x $5.00) =	165.00
10 overnight per diem ($60.00 each)	600.00
TOTAL TRAVEL AND PER DIEM	$2,130.00
Honorarium	
25 instructors x $125 =	$3,125.00
Material Reproduction Expenses	200.00
TOTAL APPROXIMATE EXPENSE PROJECTION	$5,455.00

System	Teachers and Principals	Percentage of Total
Arab City	129	10%
Guntersville City	112	9%
Marshall County	465	37%
DeKalb County	436	35%
Fort Payne City	103	9%
	1245	100%

Billing Amounts As Approximate Percentages of Participation

Arab City	$ 546.00
DeKalb County	1,913.00
Fort Payne City	492.00
Guntersville City	492.00
Marshall County	2,022.00